# United States Army
# Sergeants Major
# Acad

Biggs Army Airfield, Fort Bliss, Texas

# *Leader Development Summit*

**19 November 2008**

***"Educating Today's Leaders for***

# MISSION

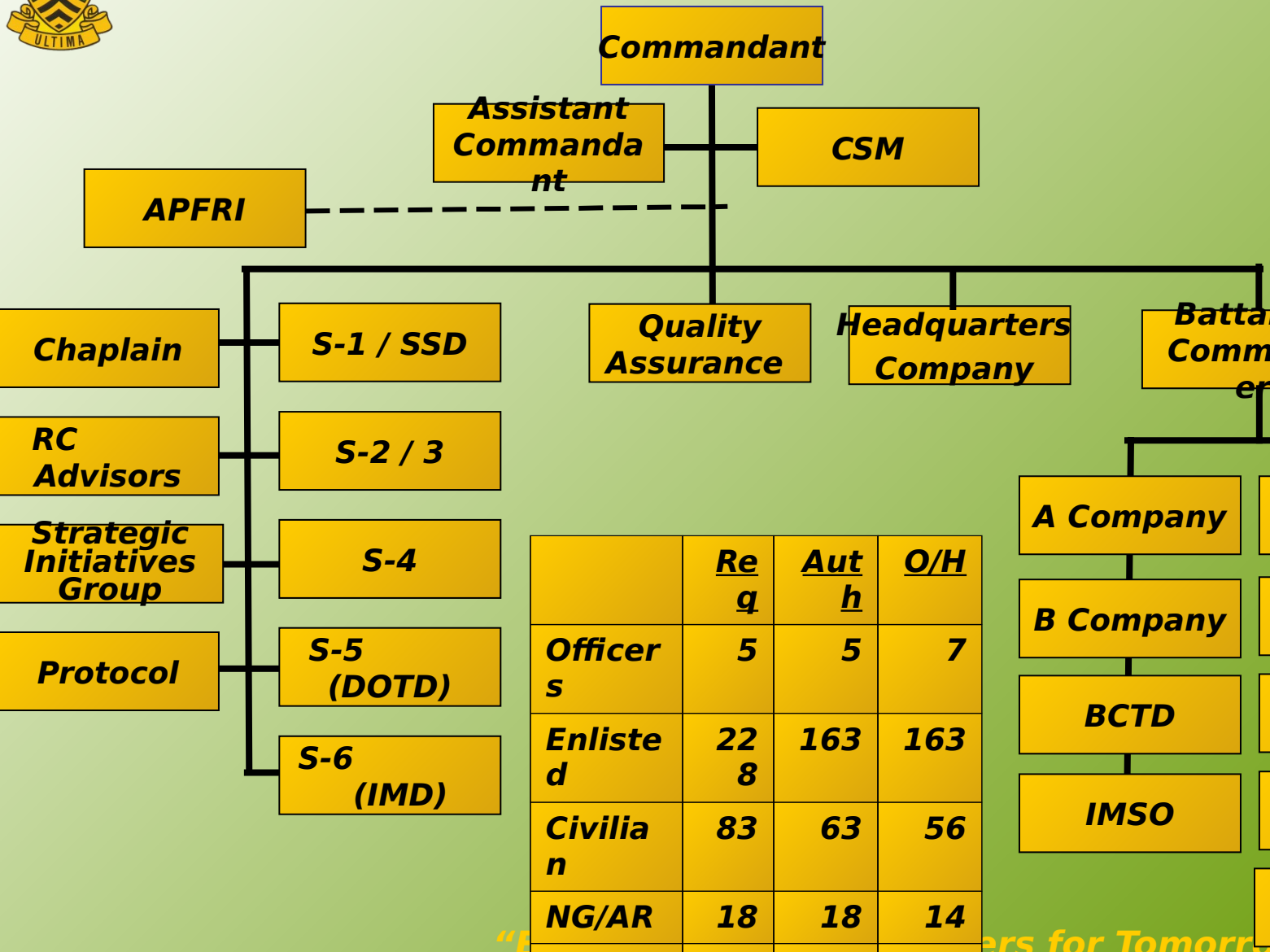
**Serve as Training and Doctrine Command's (TRADOC) lead for the Noncommissioned Officer Education System (NCOES) and ensure quality training, education, and professional development for the Noncommissioned Officer (NCO) Corps.**

# *VISION*

**The Sergeants Major Academy will be a preeminently recognized learning institution that develops noncommissioned officers who are warrior leaders, critical and creative thinkers, leader developers, ambassadors, and resource managers who have the right mix of education for the leadership requirements of full spectrum Joint, Interagency, Intergovernmental, and Multinational (JIIM) operations; transformed from a military organization that trains to an academic institution that educates Soldiers.**

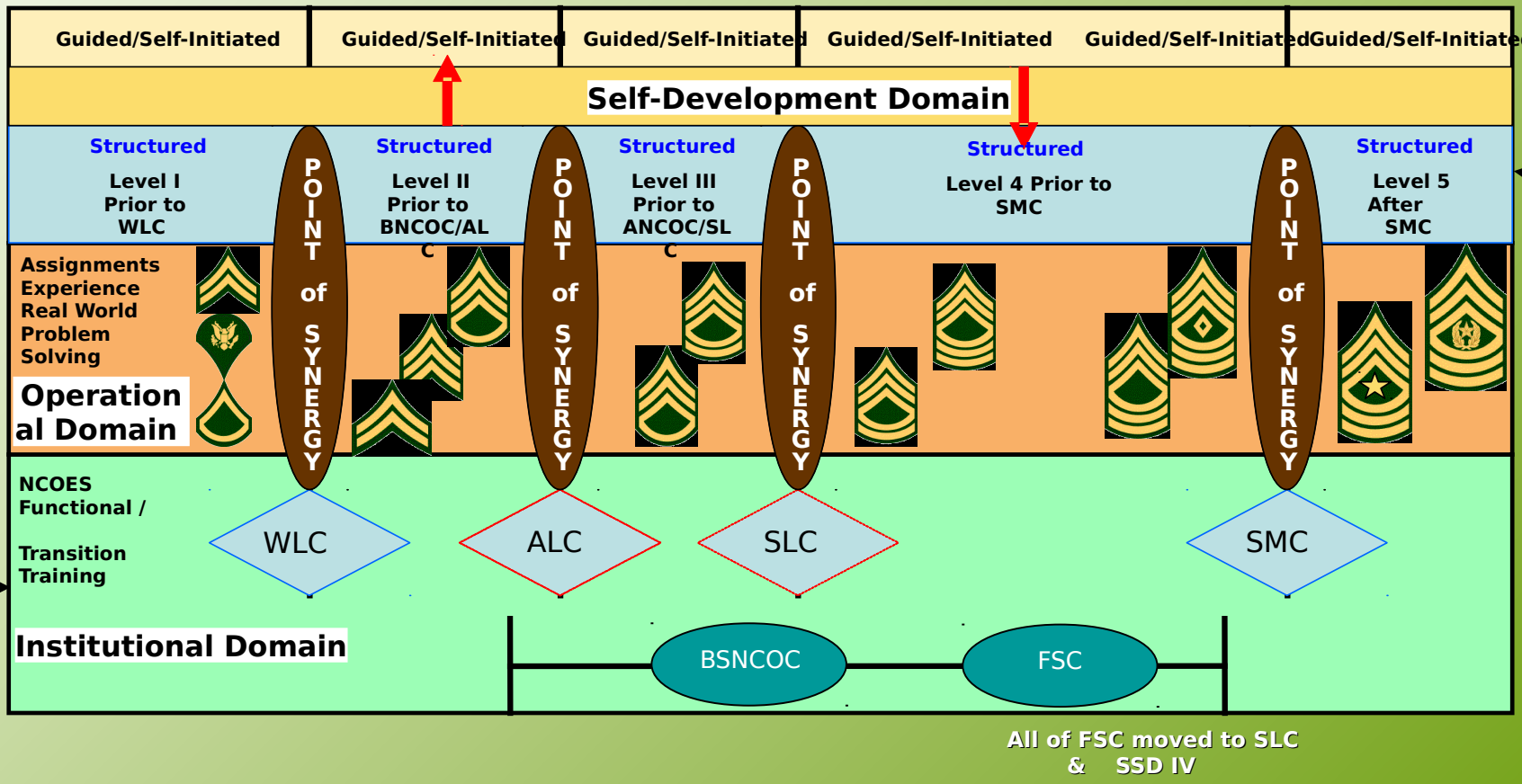
*"Educating Today's Leaders for Tomorrow"*

# CURRENT ORGANIZATION



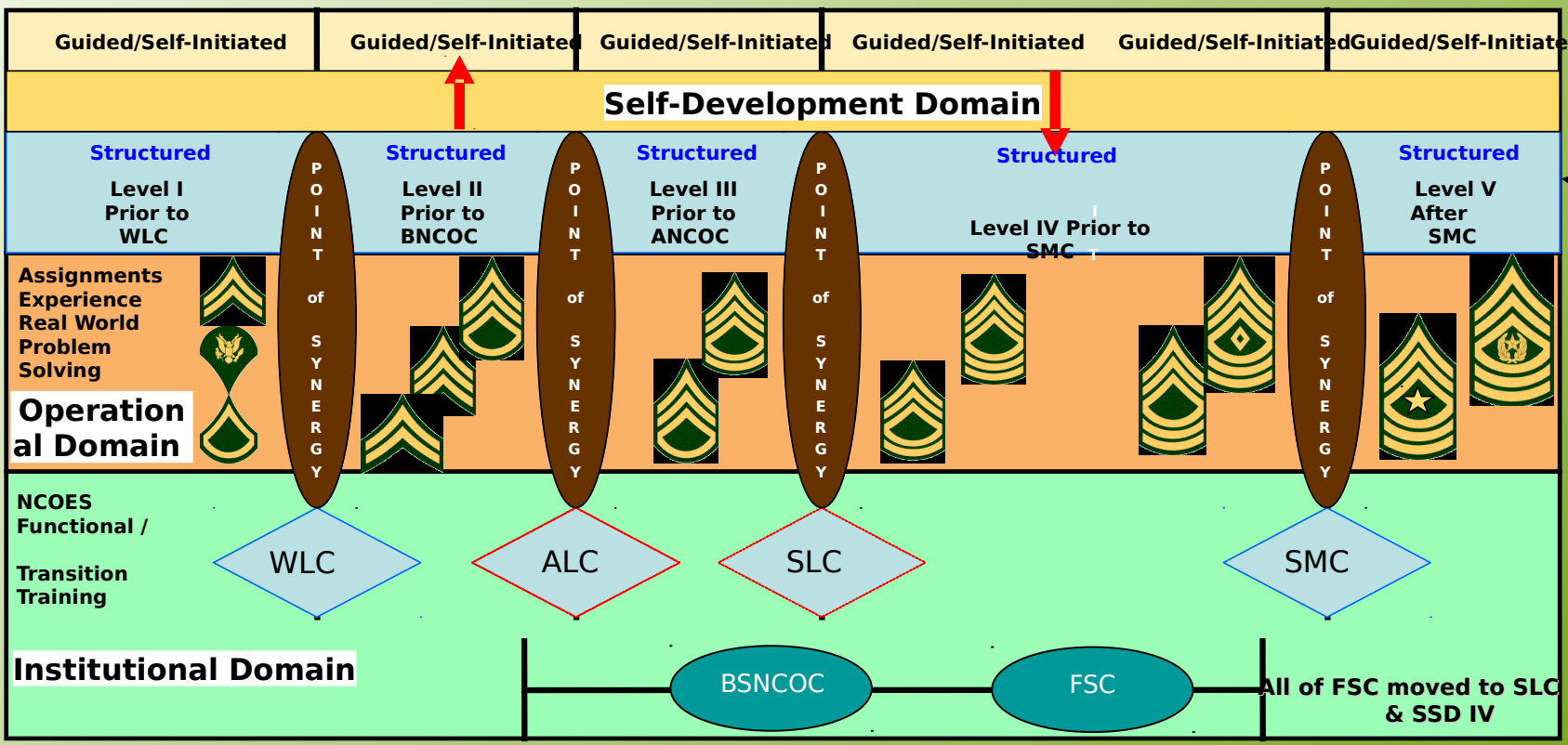

| | Req | Auth | O/H |
|---|---|---|---|
| Officers | 5 | 5 | 7 |
| Enlisted | 228 | 163 | 163 |
| Civilian | 83 | 63 | 56 |
| NG/AR | 18 | 18 | 14 |
| Non Army | 1 | 1 | 0 |

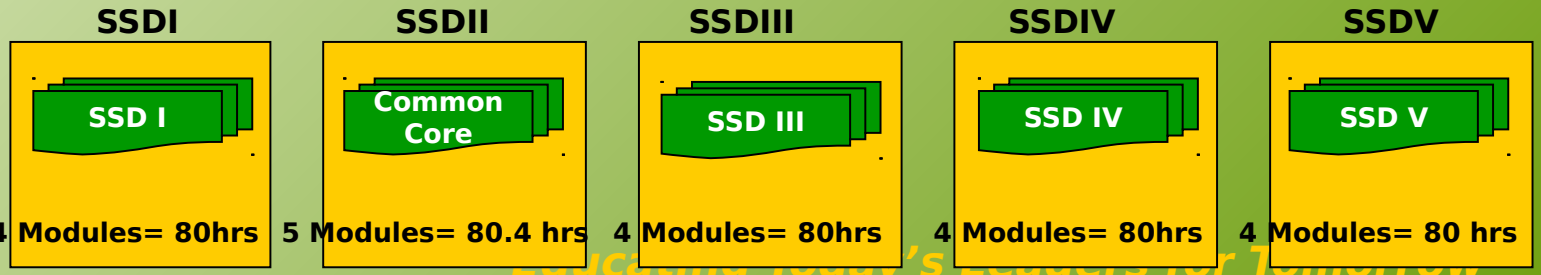
# NCO EDUCATION




**USASMA develops education for Soldiers from post AIT to post S**

# NCO EDUCATION



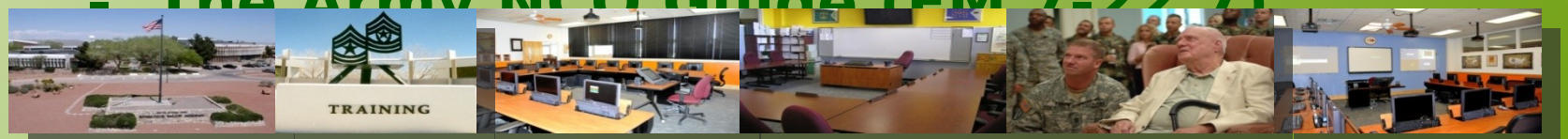



# CORE MISSION

- **Noncommissioned Officer Education System**
  - **Warrior Leader Course**
  - **Sergeants Major Course (Resident and Nonresident)**
- **Structured Self-development**
  - **SSD Levels I – V**
    - **Basic NCO Course (Common Core) (Level II)**
- **Functional Courses**
  - **Battle Staff NCO Course**
  - **First Sergeant Course**
- **International Instruction**
  - **Sergeants Major Pre-Course**

# CORE MISSION (cont)

- **Spouses Training**
  - **Spouse Leadership Development Program (SMC)**
- **TRADOC Assessment Team**
  - **Quality Assurance Office (NCOAs Worldwide)**
- **Knowledge Management**
  - **Museum of the NCO**
  - **NCO Journal**
- **Doctrine**
  - **The Army NCO Guide (FM 7-22.7)**



# DID YOU KNOW?

- **EVERY NCO in the Army is trained by the Sergeants Major Academy or its products**
- **Our courses have an Army-wide focus.**
- **USASMA is sought out by other Armies throughout the world (35 SMAs are graduates)**
- **93% of Class 58 SMC graduated with a college degree**
- **USASMA is moving from a military organization that teaches, to an Academic Institution that educates Soldiers**

# PERSONNEL TRENDS

## Student Load

| YEAR | TDA AUTH | TOTAL STUDENTS | SMC | NRC | FSC | BSNCOC | BNCOC |
|---|---|---|---|---|---|---|---|
| 2003 | 213 | 3325 | 710 | 576 | 844 | 1195 | N/A |
| 2004 | 210 | 3151 | 545 | 821 | 819 | 924 | 42 |
| 2005 | 210 | 4072 | 648 | 591 | 896 | 1000 | 937 |
| 2006 | 211 | 6559 | 649 | 586 | 869 | 1222 | 3233 |
| 2007 | 211 | 9529 | 665 | 746 | 1113 | 1413 | 5592 |
| 2008 | 226 | 10210 | 720 | 720 | 1337 | 1921 | 5512 |

**Increase from 2003 to 2008: TDA Auth - 6%, Students - 207%**

- ***1973 One mission to train Sergeants Major Course of 240 students with staff of 120.***
- ***Today we train over 10,000 students annually with a staff of 226.***
- ***From 1973 student load has increased 4060% and staff increased 88%***

# CONCLUSION

## QUESTIONS?

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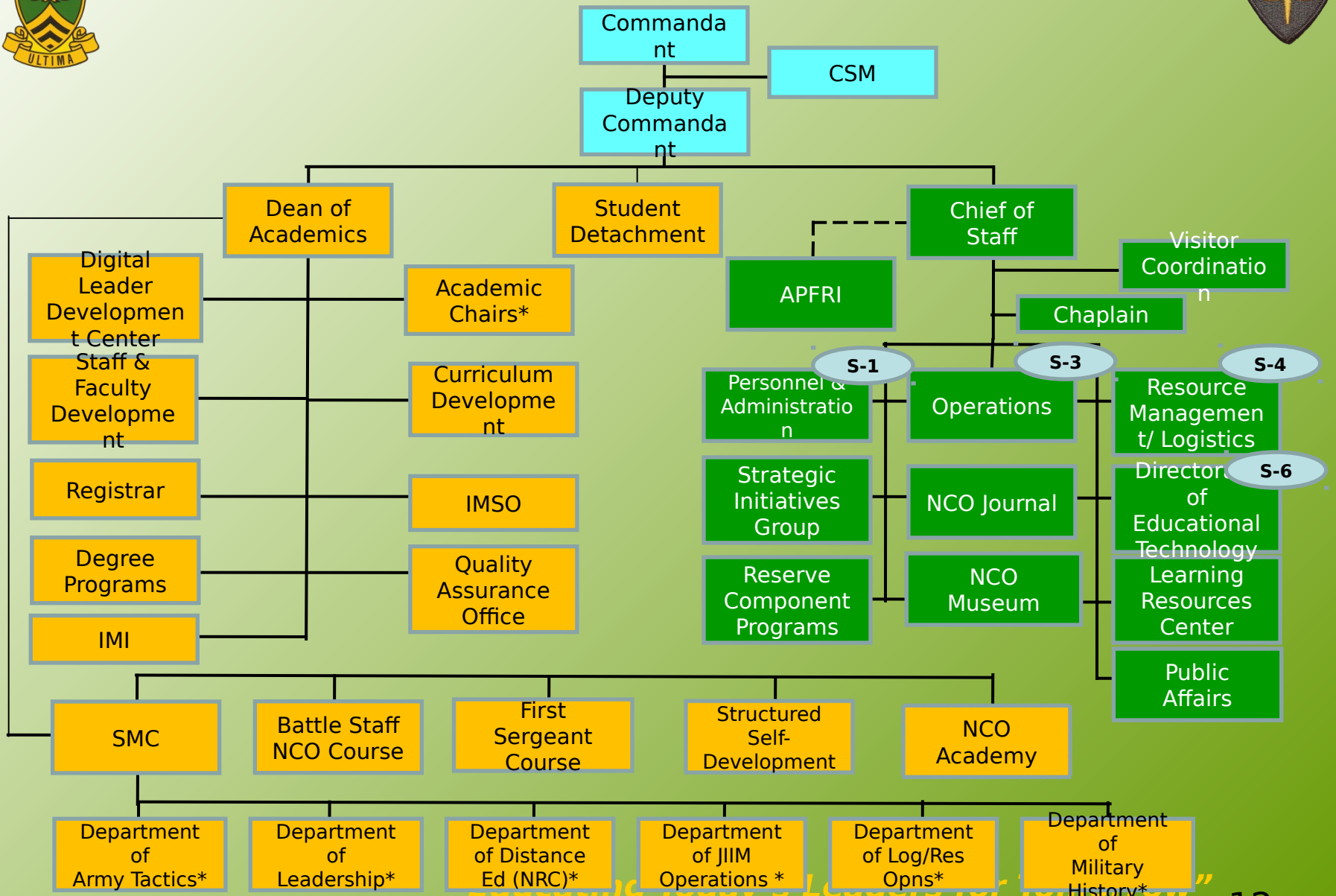
# NEW ORGANIZATION



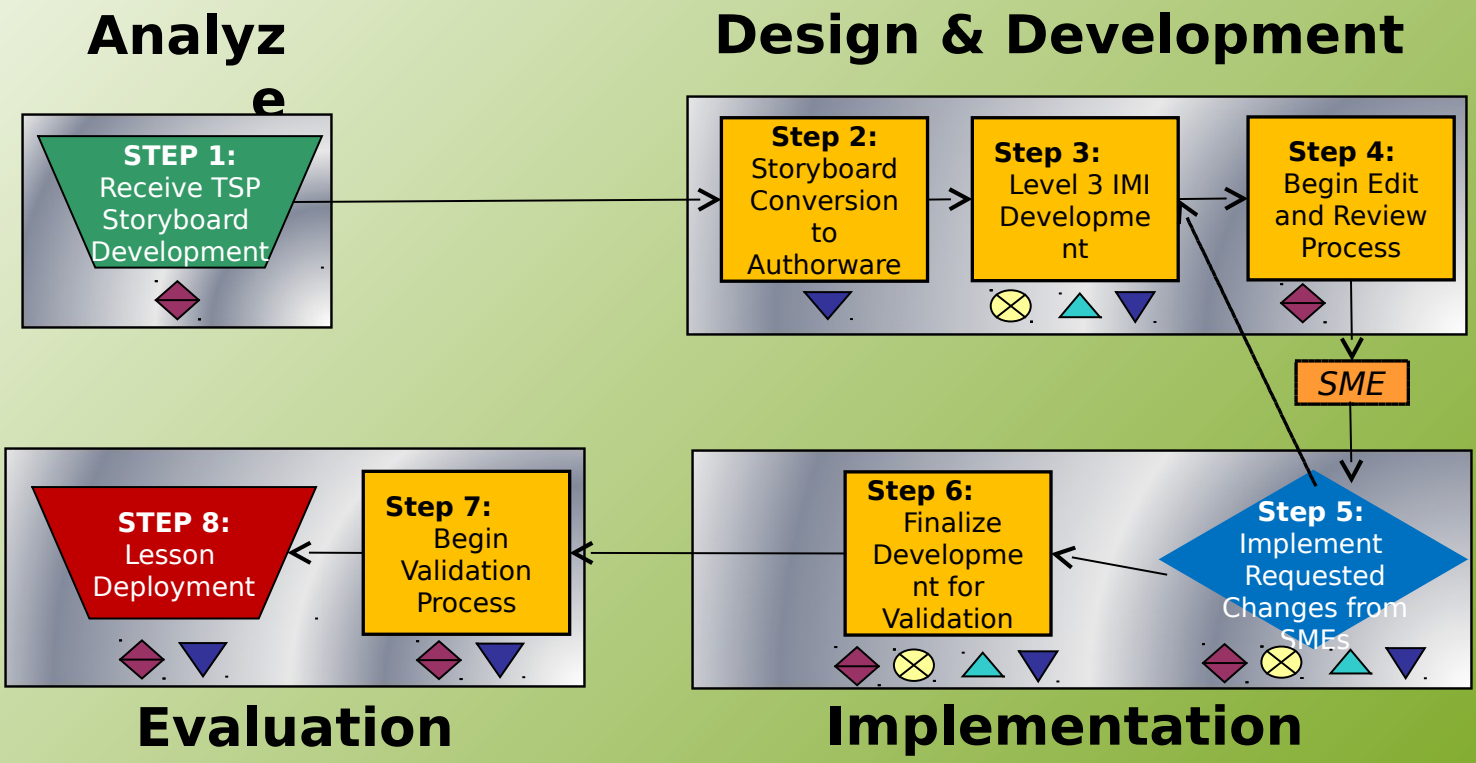
# STRUCTURED SELF-DEVELOPMENT PROGRAM

- Five levels spread across the NCOs' career
- One of three parts to the Self-Development Domain
- Emerging Definitions:
  - ❖ Self-Development. A planned, goal-oriented learning that reinforces and expands the depth and breadth of an individual's knowledge base, self-awareness and situational awareness; complements institutional and operational learning; enhances professional competence and meets personal

# SSDP (cont)

- **Emerging Definitions (cont):**
  - **Structured Self-Development (SSD). A defined set of required learning progressively sequenced across a career, closely linked to and synchronized with operational and institutional domains**
  - **Guided Self-Development (GSD). A defined set of recommended, but optional, learning progressively sequenced across a career.**
  - **Personal Self-Development (PSD). Self-initiated learning where the individual defines the objective, pace, and process**

# INTERNAL IMI DEVELOPMENT


Analyze
Design & Development
STEP 1: Receive TSP Storyboard Development
Step 2: Storyboard Conversion to Authorware
Step 3: Level 3 IMI Developme nt
Step 4: Begin Edit and Review Process
SME
STEP 8: Lesson Deployment
Step 7: Begin Validation Process
Step 6: Finalize Developme nt for Validation
Step 5: Implement Requested Changes from SMEs
Evaluation
Implementation

**Instruction Designer**
**Course Developer**
**Steps 1, 4-8**

**Audio Visual**
**Steps 3, 5, 6**

**Graphics Designer**
**Steps 3, 5, 6**

**Programmer**
**Steps 2-3, 5-8**

**Continuous Review**

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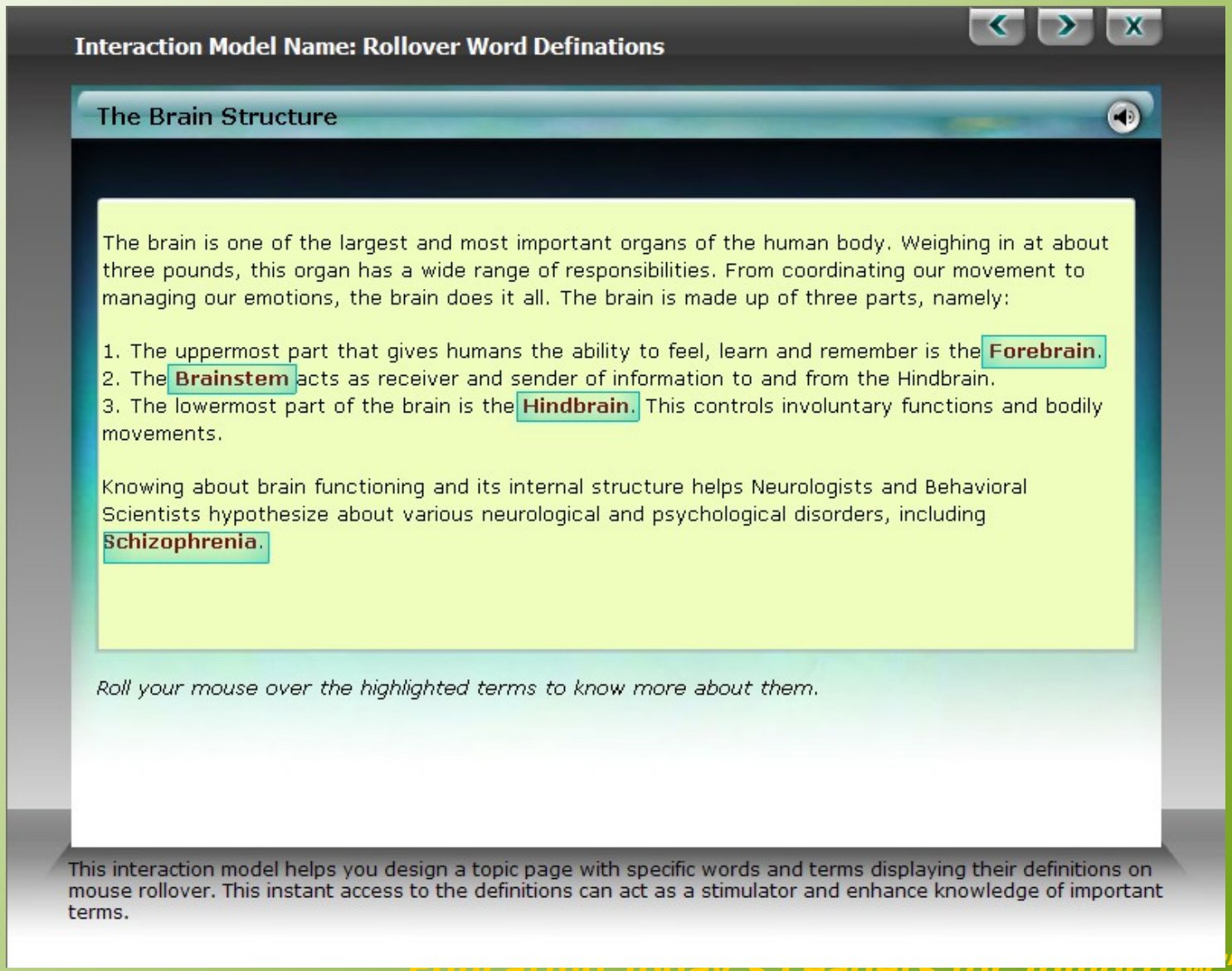
# IMI LEVEL I

- Lowest level of development
- Primarily used for introducing an idea or concept, or to familiarize
- User has little or no control over the sequence and timed events of the lesson material
- Minimal interactivity (i.e., Click “Next” to continue)
- Linear flow (i.e., page turner)
- Cues for lesson objective: know, recall, define, identify, and describe

# IMI LEVEL 1 EXAMPLE


Interaction Model Name: Rollover Word Defination
The Brain Structure
The brain is one of the largest and most important organs of the human body. Weighing in at about three pounds, this organ has a wide range of responsibilities. From coordinating our movement to managing our emotions, the brain does it all. The brain is made up of three parts, namely:
1. The uppermost part that gives humans the ability to feel, learn and remember is the Forebrain.
2. The Brainstem acts as receiver and sender of information to and from the Hindbrain.
3. The lowermost part of the brain is the Hindbrain. This controls involuntary functions and bodily movements.
Knowing about brain functioning and its internal structure helps Neurologists and Behavioral Scientists hypothesize about various neurological and psychological disorders, including Schizophrenia.
Roll your mouse over the highlighted terms to know more about them.
This interaction model helps you design a topic page with specific words and terms displaying their definitions on mouse rollover. This instant access to the definitions can act as a stimulator and enhance knowledge of important terms.

# IMI LEVEL II

- **Involves recall of more information than Level I**
- **Allows student more control over the lesson's scenario through screen icons**
- **Used for noncomplex operations and maintenance lessons**
- **Uses remediation extensively to reinforce the learning objective**
- **Uses simple branching, but is still linear in flow**
- **Cues for lesson objective: recall, recognize, interpret, generalize,**

# IMI LEVEL II EXAMPLE

Interaction Model Name: Explorative Branching Simulation with Picture and Text

**Accident Procedure**

Karl is traveling in his car from Dallas to Fort Worth and has taken highway number I-20. Karl is enjoying his drive on the highway when suddenly he hears a loud thump and realizes that a truck has hit him from behind. They both pull down from the highway and begin to check the vehicles.

How will Karl react in such a situation?

- Calls for help.
- Gets out of the car and runs to a safer place.
- Tells the truck driver that it's OK and he has full coverage.

Restart

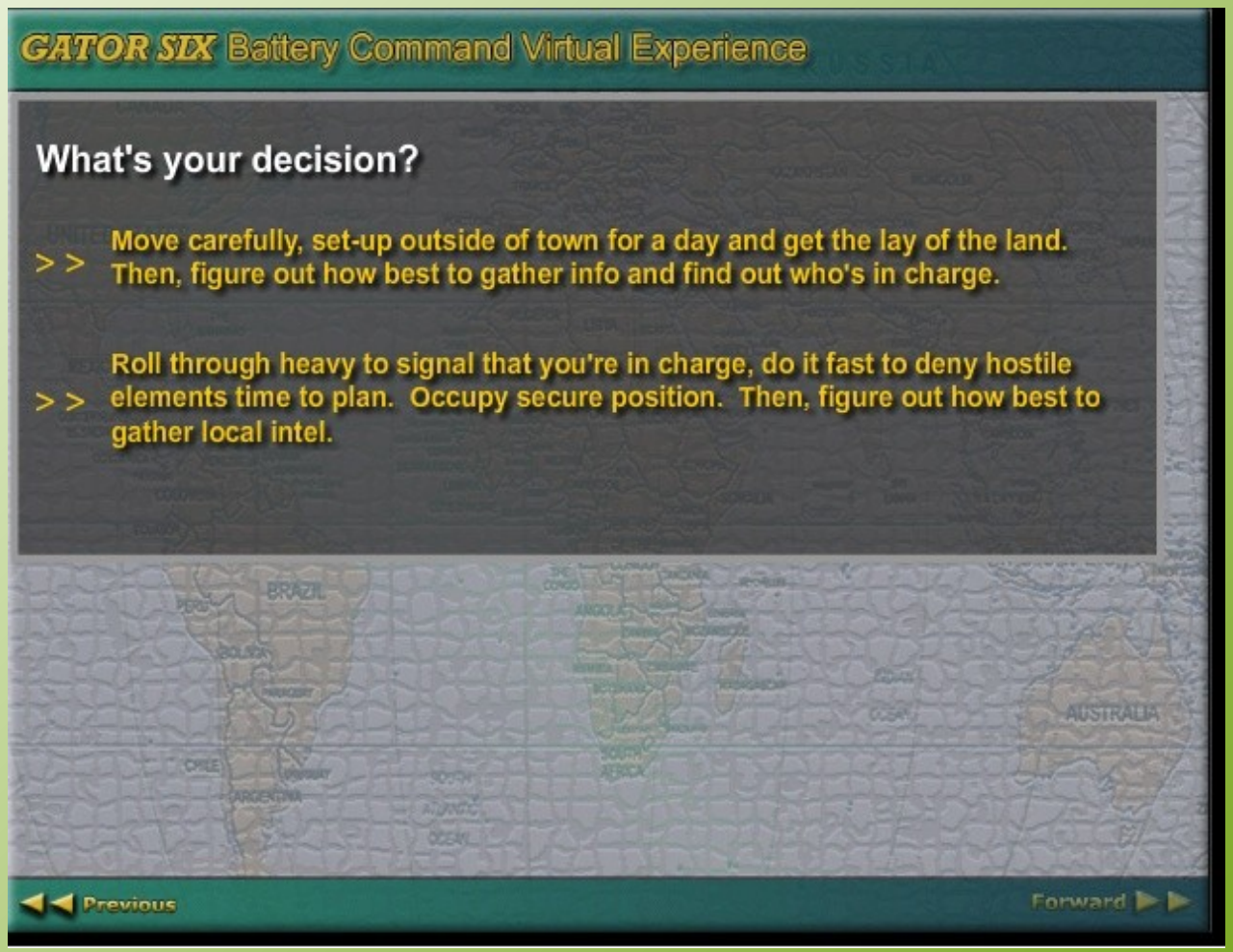
Read the scenario carefully. Then click the appropriate option.

This interaction model allows you to provide your learners with case-study scenarios created in better detail. Use images and on-screen text to flesh out scenarios giving your learner a more comprehensive content walk-through or recap.

# IMI LEVEL III

- **Involves recall of more information than Levels I and II**
- **Allows student more control over the lesson's scenario through video, graphics, or a combination of both, simulating the operation of a system, subsystem or equipment to the user**
- **Lesson scenario training material is complex and involves more frequent use of peripherals to affect a transfer of learning**
- **Multiple software branching, rapid response, and remediation**
- **Complex problem solving**
- **Cues for lesson objective: apply,**

# IMI LEVEL III EXAMPLE


GATOR SIX Battery Command Virtual Experience
What's your decision?
> > Move carefully, set-up outside of town for a day and get the lay of the land. Then, figure out how best to gather info and find out who's in charge.
> > Roll through heavy to signal that you're in charge, do it fast to deny hostile elements time to plan. Occupy secure position. Then, figure out how best to gather local intel.
BRAZIL
AUSTRALIA
Previous
Forward

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# IMI LEVEL IV

- Involves in-depth recall of a larger amount of information than Levels I, II, and III
- Allows student an increased level of control over the lesson
- Every subtask is analyzed and presented
- Lesson material is extremely complex
- This level normally supports certification, recertification, or qualification requirements
- Extensive branching low level artificial intelligence
- Cues for the lesson: analyze, compare, contrast, differentiate, discriminate, distinguish, identify, and relate

# IMI LEVEL IV EXAMPLE

# SSDP TIMELINE

**SSD V: Oct 10 to Mar 12**

**FY12**

**SD IV: Nov 09 to Mar 11**

**SSD III: Nov 08 to Mar 10**

**SSD I: Implementation 1 Mar 08**

**SSD I: Complete 30 Dec 08**

**MOD 3 & 4 Production as of 21 Aug 08**

**SSD I: Began Oct 07**

**FY08**

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